

Southfields Academy

Teaching and Learning Policy



This policy is a statement of intent, describing how teaching and learning should take place at Southfields Academy. We acknowledge that the single most important factor in a student's progress through school is the quality of the teaching and support they receive. We want all staff to inspire students, ignite their imaginations and encourage a love of learning by delivering the highest quality lessons and support. By doing this we plan for the success of every one of the students in our community.

The Teaching and Learning Policy aims to create consistency, coherence and continuity by developing a shared understanding of the quality and type of teaching and learning expected at Southfields. Its purpose is to ensure the quality of teaching and learning across the Academy thereby raising the attainment, progression and future prospects of its students. It should be used to inform lesson planning, observations, staff development and strategic planning in conjunction with the Academy's Raising Attainment Plan.

This document reflects Southfields Academy's values and what it believes to be important factors in delivering an outstanding education to all of its students.

This policy should be used to:

- Inform lesson planning and judgements made during lesson observations (in conjunction with the lesson observation policy).
- Inform department self-review and school reviews of departments.
- Inform the criteria for the recruitment and retention of staff.
- Inform the Academy's Raising Attainment Plan.
- Inform training and development time, including the Academy's; Initial Teacher Training, new and recently qualified teacher sessions, support staff and middle and senior leadership development.
- Raise standards of teaching and therefore learning.

Activities that contribute to the development and evaluation of Teaching and Learning at the Academy:

- Student outcomes.
- Lesson observations (please refer to the Lesson Observation Policy).
- Whole school and departmental learning walks.
- Whole school and departmental Book Looks.
- Departmental and year group interventions.
- Middle Leader Time.
- CPD activities at all levels including internal and external INSET.
- SLT reviews.
- Teaching support interventions.
- Teaching and Learning Team's research.



- Early Professional Development research.
- Student voice on teaching and learning.
- Department Mondays.
- Performance management.
- The use of the current Ofsted framework.
- External consultants.
- Masters programme research projects.

If teaching does not meet the expected standard the Head of Department and their senior line manager should arrange an Individual Teacher Plan (ITP) of support that results in a consistent improvement in teaching. The Deputy Headteacher Teaching and Learning should always be informed of any cases where this support is suggested and support or coordinate this.

Department and Academy knowledge of good and outstanding teaching and learning in their area and the Ofsted Quality of Teaching criteria will inform staff practice. Observers will also look for the following characteristics of good and outstanding teaching:

- Assessment for Learning is embedded in the classroom. Students are able to use constructive feedback to decide how they need to improve in order to make progress.
- Clear differentiation should be evident at all levels in a variety of ways.
- Teachers provide instant feedback, written and verbal, regularly and consistently to support progress, in line with the Academy marking policy.
- Students are aware of their strengths and weaknesses in the classroom. “Behaviour for learning” management is excellent and ensures that students make good decisions based on their self-awareness as learners.
- Students are systematically “taught” the tools of learning; time management, self-discipline, note taking, resource management, planning, questioning, perseverance and resilience, interdependency etc.
- Teaching is planned to encourage creativity and creative ideas whether “right or wrong” are valued as evidence of “thinking”. Not getting it “right” is treated as a learning opportunity, rather than failure.
- Teaching and support methods and strategies are constantly reflected on and adjusted. A variety of strategies are employed to support and progress students’ learning.
- Students’ misconceptions are valued as learning opportunities and openly challenged.
- Students understand the learning value and purpose of what they are doing. They should be able to explain what they are doing, how well they are doing it and how they need to improve.
- Other adults should be involved in the planning and execution of lessons where possible.

This document can be found at T-ALL STAFF DOCS-Teaching and Learning.

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